MULTIMEDIA UNIVERSITY

STUDENT ID NO

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FINAL EXAMINATION

TRIMESTER 1, 2019/2020

DEN5018 – ENGLISH

(All Groups)

18 OCTOBER 2019
9.00 a.m. – 11.00 a.m.
(2 Hours)

INSTRUCTIONS TO STUDENT

1. This question paper consists of **SEVEN** pages only.
2. Answer **ALL** questions in **Sections A and B.**
3. Please write all your answers in the Answer Booklet provided.

SECTION A: READING AND VOCABULARY [25 MARKS]

Instructions: *Read the passage below and answer the questions that follow.*

His Doctor Could Not Tell Him

1 After nearly 40 years as an internal medicine specialist, Dr Ron Naito knew what the sky-high results of his blood test meant, and it was not good. However, when he turned to his doctors in 2018 to confirm the **dire** diagnosis – stage 4 pancreatic cancer – he learned the news in a way no patient should.

2 The first physician, a specialist Dr Naito had known for a decade, refused to acknowledge the results of the "off-the-scale" blood test that showed unmistakable signs of advanced cancer. "He simply didn't want to tell me," Dr Naito said. A second specialist performed a tumour biopsy, and then discussed the results with a medical student outside the open door of the examination room where Dr Naito waited. "They walk by one time, and I can hear the doctor say '5 centimetres, very bad'," he said.

3 Months later, the shock remained fresh. "I knew what it was," Dr Naito said. "Once tumours grow beyond 3cm, they're big. It's a negative sign." The botched delivery of the bad news left Dr Naito determined to share one final lesson with future physicians: Be careful how you tell patients they are dying.

4 Since August 2018, when he calculated he had six months to live, Dr Naito has mentored medical students at Oregon Health & Science University (OHSU) in Portland, United States, and spoken publicly about the need for doctors to improve the way they break bad news. He said, "Historically, it's something we've never been taught; everyone feels uncomfortable doing it. It's a very difficult thing."

5 Research shows that doctors are notoriously bad at delivering life-altering news, said Dr Anthony Back, an oncologist at the University of Washington. He was not surprised that Dr Naito's diagnosis was poorly delivered. "Dr Naito was given the news in the way that many people receive it," said Dr Back, who is also a co-founder of VitalTalk, one of several American organisations that teach doctors to improve their communication skills.

6 Up to three-quarters of all patients with serious illnesses receive news in what researchers call a "suboptimal way", he estimated. "'Suboptimal' is the term that is least offensive to practising doctors," he added. The poor delivery of Dr Naito's diagnosis reflects common practice in the country. Too often, doctors avoid such conversations entirely, or they speak to patients using medical jargon that only doctors can fully understand. They frequently fail to notice that patients are not following the conversation or that they are too overwhelmed with emotion to absorb the information, Dr Back noted in a recent article. "Doctors come in and say, 'It's cancer', they don't sit down, they tell you from the doorway, and then they turn around and leave," he said.

7 Dr Brad Stuart, a palliative care expert commented that for many doctors, especially those who treat cancer and other challenging diseases, "death is viewed as a failure". Doctors often continue to prescribe treatment, even if it is futile, he said. It is the difference between curing a disease and healing a person physically,

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emotionally and spiritually, he added. "Curing is what it's all about, and healing has been forgotten," he said. The result is that dying patients are often ill-informed.

8 A 2016 study found that just 5 per cent of cancer patients accurately understood their prognoses well enough to make informed decisions about their care. Another study found that 80 per cent of patients with metastatic colon cancer thought they could be cured. In reality, chemotherapy can prolong life for example, by weeks or months, and help ease symptoms, but it will not stop the disease. Without a clear understanding of the disease, a person cannot plan for death, Dr Naito said. "You can't go through your spiritual life, you can't prepare to die," he said.

9 Indeed, most doctors consider open communication about death vital, research shows. A 2018 survey of doctors found that nearly all thought end-of-life discussions were important, but fewer than a third said they had been trained to have them. Dr Back said there is evidence that skills can be taught and that doctors can improve. "These are skills, doctors can acquire them, you can measure what they learn," he added. For instance, doctors can learn and practise a simple communication model dubbed "Ask-Tell-Ask". They ask the patients about their understanding of their disease or condition, tell them in straightforward, simple language about the bad news or a possible treatment option, then ask if the patients understood what was just said.

10 Dr Naito shared his experience with medical students in an OHSU course. First-year medical student Alyssa Hjelvik ended up spending hours more than required with Dr Naito, learning about what it means to be a doctor and what it means to die. The experience, she said, was *"quite profound"*. "He impressed upon me that it's so critical to be fully present and genuine towards dying patients," said Hjelvik, who is considering a career as a cancer specialist.

11 Dr Naito recently granted the centre US$1 million (RM4.18 million) from the foundation formed under his name. He hopes that future doctors and current colleagues will use his experience to shape the way they deliver bad news. "The more people know this, the better; it doesn't have to be something you dread or are afraid of," he said. "I think we should remove that from medicine. It can be a really heartfelt, deep experience to tell someone *this*, to tell another human being that he or she is going to die."

Adapted from His doctor couldn't tell him he was dying. (2019, June 24). Retrieved from https://www.star2.com/health/2019/06/24/his-doctor-couldnt-tell-him-his-was-dying/

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Question 1: Contextual Clues (5 marks)
Instructions: *Provide a word from the reading passage for each definition below.*

0.	***dreadful and horrible***	***Paragraph 1***	***Answer: dire***
a.	badly done or failed	Paragraph 3	Answer:
b.	done in a way that is famous for something bad	Paragraph 5	Answer:
c.	special words or terms used by a particular group of people	Paragraph 6	Answer:
d.	to lengthen the time period	Paragraph 8	Answer:
e.	to feel extremely frightened or afraid	Paragraph 11	Answer:

Question 2: True or False (5 marks)
Instructions: *For each statement, write (T) if the statement is true and (F) if the statement is false.*

a. The doctors who examined Dr Naito were unable to determine the seriousness of his medical condition.

b. Most doctors have been taught in medical schools on how to deliver bad news to their patients.

c. Doctors often neglect the healing needed by their patients.

d. It is vital for patients to know the truth about their condition in order to be prepared for death.

e. Dr Naito not only taught but also established a foundation under his name.

Question 3 : Comprehension Questions (15 marks)
Instructions: *Answer the following questions.*

a. What triggered Dr Naito to begin mentoring in the university despite having a few more months to live? (1 mark)

b. What is the main idea of paragraph 5? (1 mark)

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c. Based on the passage, provide three examples of how doctors deliver bad news to their patients in a "suboptimal" way. (3 marks)

d. How do doctors perceive and respond to life-threatening diseases? (2 marks)

e. Provide evidence from studies that show that dying patients are ill-informed of their conditions. (2 marks)

f. Explain how doctors can apply the "Ask-Tell-Ask" model to communicate bad news to patients. (3 marks)

g. Why did Hjelvik describe her experience with Dr Naito as "*quite profound*" (line 66)? (2 marks)

h. What does "*this*" in line 74 refer to? (1 mark)

SECTION B: GRAMMAR [25 MARKS]

Question 1: Word Classes (5 marks)
Instructions: *Fill in each blank with the word given in its correct word class.*

Example:
0. Wide
Travelling and reading can <u>widen</u> our knowledge and broaden our perspective.

a. **confirm**
The students print their exam slips as a form of _____ of their eligibility to sit for the exam.

b. **final**
The secretary has to _____ the meeting agenda and send it to all the board members before the next meeting.

c. **repeat**
The employee was retrenched because he refused to change his attitude despite being _____ warned by his superior.

d. **option**
Once customers sign up for a basic package, the sales personnel will recommend them some _____ television channels that they can add on.

e. **deliver**
The boss was anxious because the _____ of the important package had gone missing.

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Question 2: Subject-Verb Agreement (10 marks)
Instructions: *The following extract contains 10 errors in subject-verb agreement. Identify the errors and correct them as shown in the example.*

Example:

No.	Line	Error	Correction
0	1	do	does

Social Media Influencers

Your last name ***do*** not have to be 'Kardashian' to be able to make a living from social media posts. You might have never heard of James Charles. London police department clearly had not, and the police officers were shocked by the thousands of people who crowded the city when he came for a fan meet-and-greet session in January.

Charles is just one example of an influencer who inspire a large following among thousands of fans who help him to build a business empire. Another beauty influencer, Huda Kattan, has been described as "the Bill Gates of beauty influencers". She resigned from her job and with the help of social media, launched her own company, which are now valued at more than $1bn (£760m).

"An influencer is someone who have some influence which he or she can monetise," explains SJ Nooth-Cooper, a senior manager at Models Talent. "These influencers have something unique or special to offer, so whether it is beauty, fashion, cooking, or mental health, they can use that to make a business out of it. Everyone want his or her hobby to be his or her job, and people have quit their jobs and been able to go 'Wow, I am earning from this one post more than what I would have been earning in a month'. A lot of money have been generated from just posting on their social media page."

For the older generation, that is a difficult concept to accept. Natasha Ndlovu, who has 90,000 followers on Instagram with her fashion and beauty posts, says there is many who are confused with what she does. She recalls the confusion on a postman's face when he began delivering a large number of products which was being sent to her by brands when she first started her blog several years ago. "I get a lot of mail. 90 per cent of my mail come from brands. One time, one delivery guy said, 'You seem to get a lot of packages', and I said, 'I'm a blogger'. However, he was like, 'What is that?'" Ndlovu then explained that she reviewed products online. She laughs, "I think he was still confused."

Influencers always makes money by recommending products on their page. Companies may identify influencers who have a specific audience they are trying to reach and pay to appear on their social media feeds. These influencers' talents as well as popularity has led to big media companies taking them very seriously indeed.

Adapted from McIntosh, S. (2019). *Influencers: How a 'new breed' of social media stars changed the game.* Retrieved from https://www.bbc.com/news/entertainment-arts-47573135

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Question 3: Tenses (10 marks)
Instructions: *For questions 1-10, read the text and choose the correct answer.*

Example: (0) ____C____

The Pilots who Crashed into the Sea

As her twin-engine plane **(0) _____(fly)** through the blue sky 5000 feet above the Pacific Ocean, 23-year-old pilot, Sydnie Uemoto, heard the sound as the engines began to strain and rattle. Her co-pilot, 26-year-old Dave McMahon, heard it, too. Once they heard the sound, McMahon (1)_____(bring) the plane down to 1000 metres, where the engines seemed to run more smoothly. Then, without warning, the pilots lost power to both the engines. It took them a moment to process the fact that they might crash.

As they were going down fast, the pilots (2) _____ (turn) on fuel pumps and pushed the throttles to full, which could sometimes restart the engines. Nothing worked. Following their emergency training, McMahon unlocked the cockpit door so that they would not get trapped inside after the expected marine landing. At about 300 metres and falling quickly, Uemoto made their last distress call. "We (3)_____(be) 25 miles northwest of Kona," she said to air traffic control. "We (4)_____ (go) down NOW!" Uemoto gripped the controls. In pilot school, the instructors always (5)_____ (teach) you about ditching a plane, but you never actually practise dumping your ride into the ocean.

The air roared in her ears as the plane struck the ocean surface with an explosive impact. McMahon felt the water pouring through the open door, and he knew they had to get out of there, fast. He unbuckled his seat belt and climbed out onto the wing. "Sydnie, get out!" McMahon called. Uemoto trudged through water towards the door. By the time she climbed out onto the wing, the water (6)_____ (cover) the seats of the aircraft. As the plane sank, they jumped into the ocean. Within seconds, the plane disappeared beneath the surface.

Uemoto was crying and was terrified. McMahon tried to calm her, making small talk. "Tell me about your family," he said. "Do you have any siblings? How long have you been a pilot?"

"I (7)_____ (have) a sister," she said between gulps of air. "I (8)_____ (work) for Hawaiian Airlines for 3 years. When will the Coast Guards get here?" Uemoto asked. "They (9)_____ (come)," McMahon said. "Have faith and be patient. Meanwhile, we're just going to float here."

Feeling extremely weak, Uemoto, cried, "We (10)_____ (float) here for at least 5 hours. I do not think I can hang on much longer." However, just before she could finish her last word, a US Navy plane appeared in the sky, circling the area. It flew directly overhead as McMahon waved his life jacket, overjoyed at the sight.

Adapted from Hune-Brown, N. (n.d.). *The pilots who crashed into the sea.* Retrieved from https://www.readersdigest.com.au/true-stories-lifestyle/survival/pilots-who-crashed-sea

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0.	**A. fly**	**B. is flying**	**C. was flying**	**D. will fly**
1.	A. brings	B. will bring	C. had brought	D. brought
2.	A. turn	B. turned	C. have turned	D. will turn
3.	A. are	B. were	C. are being	D. will be
4.	A. go	B. are going	C. have been going	D. had been going
5.	A. taught	B. will teach	C. have taught	D. teach
6.	A. covered	B. will cover	C. has covered	D. had covered
7.	A. am having	B. had	C. have	D. have had
8.	A. worked	B. am working	C. had worked	D. have worked
9.	A. come	B. came	C. have come	D. will come
10.	A. will float	B. floated	C. have been floating	D. had been floating

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